

Objectives

- Language focus: Hypothesizing
- Vocabulary: Word pairs
- Everyday English: Linking and commenting
- Reading: Have you ever wondered?
- Listening: Dream discoveries
- Writing: Narrative writing (2)





‘The true sign of intelligence is not knowledge, but imagination.’

Albert Einstein



1. What is the child in the photo dreaming of? What is s/he using to act it out? Are children less likely to use their imagination these days? Why/Why not?

2. Read the quote. Do you agree? Why is imagination important for scientists such as Einstein?

Test your grammar!

A. Bridget Smith is feeling sorry for herself. Read column A. What are her problems?

A		B
1. I can't talk to anyone about it.	I wish	he would.
2. I don't like my job.		I could.
3. I feel really depressed.		I did.
4. I know he won't call me today.		I didn't.
5. I'm not going out tonight.		I was.
6. It's raining again.		it wasn't.
7. My boyfriend and I had a row.		there was.
8. There's nothing good on TV.		we hadn't.

B. Match the lines in A to wishes in B. Listen and check.



C. Write down one thing you wish you were. For example: 'I wish I were famous'

If only...

1. Take a look at the photos. Everyone has wishes and/or regrets. What do you think they are?



2. Listen and compare your ideas. Put the pictures in the pertinent order as you listen.



3. Listen and fill in the following lines from the conversations.

 Audio 11.3

1 Look, I know, I shouldn't _____ here, but I was only gone five minutes.
 Surely you could _____ it if you _____ to?
 Supposing your mother _____ medicine urgently, where _____ you park?

2 I really _____ gone out last night.
 If only I _____ all my revision till the last minute again!
 I wouldn't worry if I _____.
 I'd rather you _____ with us, though!

3 If only we could _____ now! That _____ be amazing!
 I'd just _____ on the beach.
 I sometimes wish _____ accepted that promotion.

4 Don't you wish you still _____, Dad?
 I've always said, you _____ have gone professional if _____ wanted to.
 It is time I _____ a bit more exercise, though!

5 Wow, what would you _____ to be a pilot!
 Yeah! Imagine if your job _____ jet planes!
 Which would you buy if you _____ the money in the world?
 I _____ buy either of those. I _____ a rocket and be an astronaut!

4. Use the lines in 3 to help you practise the conversations.

5. Look at the facts behind this regret.

I shouldn't have gone out last night. **I went out last night.**

What are the facts behind these statements?

- a. I wish I knew the answer.
- b. If only I could come.
- c. If I didn't get so nervous, I'd get better exam results.
- d. If you'd helped us, we'd have finished by now.
- e. I should have listened to your advice.
- f. If only I'd told the truth.
- g. I wish I spoke French really well.
- h. I wish you would speak to him.
- i. I'd rather you lived with us, Mum. It's time you had someone looking after you.
- j. Supposing you were in charge...

LANGUAGE POINT

1. Which sentences in 5 are about present time? Which are about the past?

2. In sentences c, d and f, what are the full forms of the contractions I'd, you'd and we'd?

3. Other expressions are also used to hypothesize. Complete the facts in brackets.

It's time you *knew* the truth. (The fact is that you ...)

I'd rather you *didn't smoke*. (The fact is that ...)

Supposing you'd *fallen and hurt* yourself? (Fortunately you ...)

1. Express a wish or regret about these facts. Use the words in brackets.

1. We need to have a break. (It's time)
2. We don't have a garden. (If only)
3. You always leave the top off the toothpaste! (wish)
4. I'm an only child. (wish)
5. I didn't learn to ski till I was 50, so I'm not very good yet. (If)
6. You're talking way too fast. I can't possibly follow you. (If)
7. I don't speak English fluently. (wish)
8. I wish my sister would ask before borrowing my clothes. (I'd rather)
9. My youngest daughter wants to be taller. (wish)
10. We didn't read the instructions carefully enough. (should)
11. So you're leaving because they won't give you a pay rise? (Supposing)
12. I get up at 6.00 because I have to go to work. (wouldn't if).

Listen and compare. What do people say in reply?



Audio 11.4

2. Read a true story and answer the questions.

- What's shocking about the story? What kind of child do you think Drew is?
- Explain the double meanings of grounded and flight in the title.

Australian boy grounded after 1,800-mile flight to Bali

*12-year-old Drew from Sydney, Australia decided to run away from home after an argument with his mother. Running away is not that unusual for young children, however, Drew ran away in spectacular fashion. He found his parents' credit cards and booked himself a 1,800-mile flight from Sydney to the Indonesian island of Bali, where he spent four days in a hotel!

Two airlines refused to let him fly without written permission from his parents, but the third didn't ask and sold him a ticket. Drew then booked the hotel online. He tricked his grandmother into telling him where his passport was kept, and headed off. His parents thought he'd gone to school.

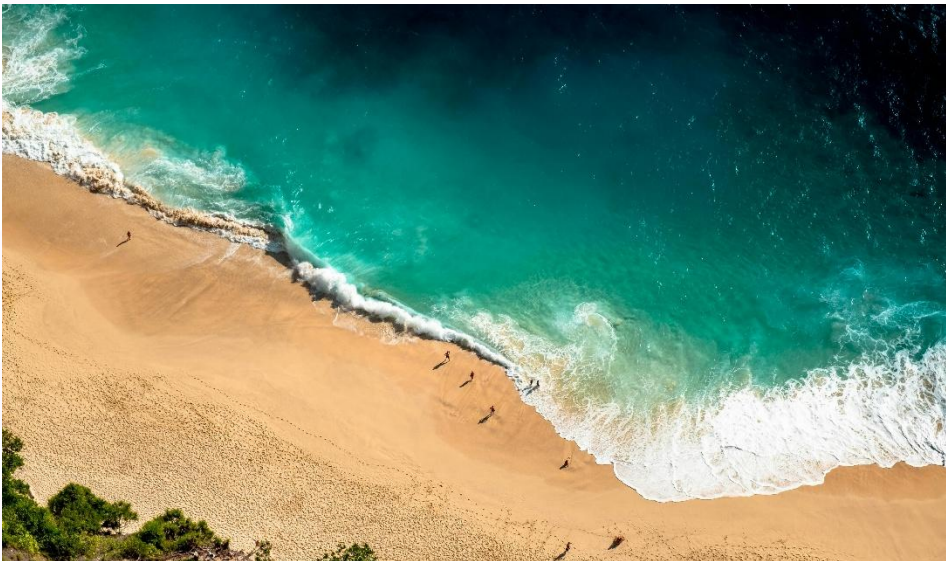
He used self-service check-in at Sydney airport, and it was only when he changed planes at Perth airport that staff asked why he was travelling alone, but they allowed him to continue

after checking he was over 12. Drew got through Indonesian immigration by telling them his mother was waiting for him in arrivals. After checking into his hotel, telling staff there that he was waiting for his older sister to arrive, he spent four days relaxing on the beach and exploring the surrounding area on a rented scooter!

The school had contacted Drew's parents to ask where he was, and he was reported missing to the police. His foreign hideout was eventually discovered when he boasted about his holiday on social media, posting a video which was geotagged.

"It was great, because I wanted to go on an adventure," Drew said. "He doesn't like the word no," said his mother. Drew is now grounded until further notice, and the airline Drew flew with have since changed their policy on children flying unattended.

* not his real name for privacy reasons.



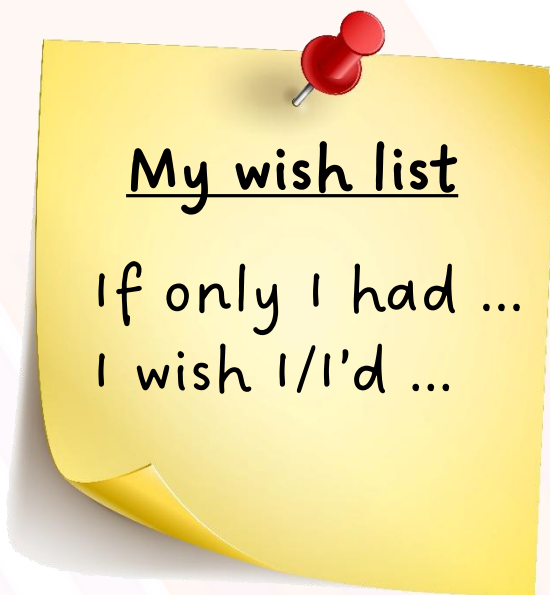
3. With the prompts, make true sentences about Drew's story.

1. His grandmother wish / not tell him / where his passport was.
2. If he/ not argue/ his mother/ he/ not run away.
3. If he/ not use/ self-service check-in, staff/ might/ stop him.
4. If only Drew's parents / keep / credit cards in a safe place.
5. If the airline / ask / written permission / Drew I not be able / buy a ticket.
6. If the school / not contact / Drew's parents, they / not know / he I run away.
7. The immigration officials / should / check / his mother I really wait / for him.
8. Supposing Drew/ not post/ video on social media - how long/ take/ to find him?

Talking about you

4. What do you wish was different in your life, past or present? Choose from these topics for your wish list:

- friends
- work
- holidays
- relationships
- home
- social life
- money
- family



5. In job interviews, a common style of question is If you were a ... , which ... would you be?

If you were an animal, which animal would you be?

I'd be a cat. Because they're intelligent, independent, and they get what they want.

Why do people ask this?

6. Use the words below to ask and answer questions. Give reasons for your answers.

If you were a/an ... ,
animal color car fruit month musical instrument

which/what kind of ... would you be?



SPOKEN ENGLISH Expressions with if

There are many fixed expressions with *if*. Match a line in **A** and **B**.

A	B
1. If all goes well,	a. could I have a word with you?
2. 'You should have come to Jo's party. That girl you fancy was there!'	b. I'd never forgive myself.
3. If you've got a minute,	c. If anything, he's a bit shy.
4. If anything bad happened to him,	d. if I remember rightly.
5. Give Jeff a promotion?! If you ask me	e. we can always postpone it.
6. It was the 13th April, not the 14th,	f. 'Oh! If only I'd known!'
7. You think I'd follow your advice?	g. if any at all.
8. If the worst comes to the worst,	h. he should be sacked!
9. There'd be few advantages,	i. we'll be finished by Friday.
	j. As if!

Listen to the conversations and check. What extra lines do you hear? What are the contexts?



1. Have you ever wondered about these things? What are the potential answers?

Why are buttons on different sides on men's and women's clothing?

What is the origin of the @symbol?

How many species live in or on the human body?

Why do we dream?

Why is it so difficult to swat a fly?

2. Check your ideas on the texts.

3. Read the texts again. These lines have been removed from them. Which text does each line come from?

- They're on the wrong side!
- As a result, they see things in slow motion compared to us.

Optional: Work out the meaning of the highlighted words in the context.



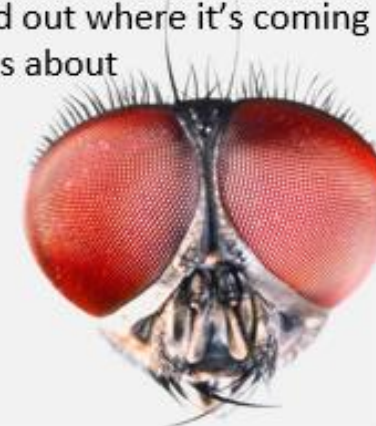
1. Why is it so difficult to swat a fly?

That buzzing fly is really getting on your nerves. So, you get your fly swatter and watch silently until the fly is resting. You get as close as you can, **tense** your muscles, and then ... thwack! But the fly is happily buzzing around on the other side of the room. And yet you moved so fast - how could it have got away?

The fly's ability to escape has nothing to do with sensitivity to wind or noise; it's all to do with its eyesight and the speed of its brain signals. Flies have around 6,000 tiny lenses in each eye, and their brains and nervous systems can receive and process information seven times faster than humans.

1. _____ High-speed digital cameras show that from the fly's viewpoint, your hand is moving towards it very slowly. Within 30 thousandths of a second of seeing the swatter, the fly has worked out where it's coming from and how to jump away from it. Your hand takes about two hundredths of a second to reach it, 150 times longer, so unless the fly is feeling very **groggy**, you stand no chance.

If you still want to try, the best strategy is to aim your swatter towards where you think the fly is going to jump, rather than where it is now.



2. Why are buttons on different sides on men's and women's clothing?



Have you ever borrowed a boyfriend's or girlfriend's coat and found that doing up the buttons feels weird? 2.

The reasons for this strange **inconsistency** lie in the distant past. When men carried swords, they were worn on the left, so they could draw them using the usually dominant right hand. If their jackets had had buttons on the left, the handle of the sword could have easily got caught in their clothing as they pulled it

across their body. It was also easier to **slip** the hand inside to pull out a hidden weapon if clothing was buttoned this way.

So how come women's buttons are different? Well, in the 17th and 18th centuries all buttons were made by hand, and because they were expensive, they were only used on the clothes of the wealthy. It wasn't considered proper for wealthy women to dress themselves, they had servants do it for them, and the servants found it easier to **do up** the buttons on someone facing them if they were on the left. In the late 19th century, when buttons became cheaper with mass production, all women wanted to copy the style of the wealthy, and the tradition has remained to this day.

3. These lines have been removed from them.

Which text does each line come from?

- c. So they began to loop the 'd' around the 'a,
- d. Some 10 million occupy every square centimeter of our flesh.
- e. They note that they often focus on our everyday anxieties.

Optional: Work out the meaning of the highlighted words in the context.

3. How many Species live in or on the human body?

There are about 200 species, including 80 in the mouth alone, which inhabit the human body. However, alongside these, our bodies are also host to a **mindboggling** number of bacteria. The total excreted by the body every day ranges from 100 billion to 100 trillion.

3. _____. The most densely populated areas of the human body are the teeth, throat, and digestive tract, which overflows with 'friendly' bacteria that are essential to our health. Their numbers may be vast, but their scale is microscopic. If you put the billions of bacteria on your skin together, it would only be the size of a pea.

Another life form that keeps us company is the common parasite, for example, the follicle mite. It's found on every individual in huge numbers, and it's a good thing, too, as they spend their days harmlessly **munching** dead skin cells, acting as invisible refuse recyclers. A less welcome guest is the human itch mite, which lays its eggs on or under our skin, causing the intensely itchy condition known as scabies.



4. Why do we dream?

Some scientists think dreaming is just a **random** by-product of the fact that the brain can't switch off completely during sleep. Others think it may be the brain tidying up its filing system during the night, processing memories and their associations. Psychologists see more



meaning in our dreams. 4. _____ and think we are practising facing them again, in different situations. A need to rehearse the most extreme **worst-case scenarios** would explain **recurring** nightmares - suppose you really did absolutely no revision for that exam? What if you got to work or college and had forgotten to put your trousers on? But our dreams can also show us important truths, and they sometimes seem to decide it's time we practised having the experiences we wish for - so you can even fly!

But is there any danger we'll get out of bed and jump out of the window? Well in 1951, physiologist Eugene Aserinsky connected his 8-year-old son to an early brainwave machine, and watched the results through the night. They showed that every 90 minutes we enter a different state in order to dream, called REM (because we display Rapid Eye Movement). However, most of our muscles switch off during this period, meaning that the flying and running away from monsters only happens in our heads.

5. What is the origin of the @ symbol?

History suggests that the @ in email addresses, commonly referred to as the 'at sign', stemmed from the tired hands of medieval monks. During the Middle Ages, before the invention of the printing press, every letter of a word had to be **painstakingly** transcribed by hand for each copy of a book. The monks who performed these **tedious** copying duties, usually in Latin, looked for ways to reduce the number of individual **strokes** for common words. Although the word for 'at' in Latin, 'ad', is also short, it was so common that the monks wished it were even shorter.

5. _____ making it much quicker to write. The @ symbol, would have been largely forgotten in modern times if it hadn't been for a computer scientist called Ray Tomlinson. In 1971, he wanted a symbol to separate a person's name from that of their computer, and now all email addresses follow the formatjoe@myserveraddress.com.

The symbol has different and often charming names in different languages, many of which see the shape as a kind of animal.



These include:

Klammeraffe is **German** for 'hanging monkey'

apenstaartje is **Dutch** for 'monkey's tail'

kissanhiintii is **Finnish** for 'cat's tail'

dalphaengi is **Korean** for 'snail'

papaki is **Greek** for 'little duck'

kukac is **Hungarian** for 'worm'

grisehal is **Norwegian** for 'pig's tail'

snabel is **Danish** for 'elephant's trunk'

sobachka is **Russian** for 'little dog'

4. Answer the questions.

- a. Why can a fly avoid a fly swatter easily?
- b. What gives you the best chance of hitting the fly with your swatter?
- c. Why did men carry swords on the left side?
- d. Why did buttons become cheaper in the 19th century?
- e. What would only be the size of a pea?
- f. Is the follicle mite harmful? What does it do?
- g. What's the main difference between the different theories of why we dream?
- h. Why don't we act out dreams physically?
- i. Why did medieval monks get tired hands?
- j. What might have happened to the @ symbol if Ray Tomlin hadn't used it? Why?

5. Find the highlighted words in the texts.

Try to work out the meaning from the context.

- Which language has the best word for the@ sign? What is it called in your language?
- Which theory of dreams makes most sense to you? Why? Give examples of your own dreams.
- Small children often ask a lot of 'Why' questions about the world. Think of some examples and ask and answer them with a partner, as if one of you was a child.

Why doesn't our cat talk to me?

Because cats can't talk.

Why can't cats talk?

Because ...

- Think of some more 'Have you ever wondered why' ... ?' questions. Choose some to research and report back on.



1. Match these discoveries and achievements with the people responsible for them.

- | | |
|------------------------------------|-------------------|
| 1. The greatest golfer of all time | a. Jack Niklaus |
| 2. The novel Frankenstein | b. James Watson |
| 3. The song Yesterday | c. Mary Shelley |
| 4. The structure of DNA | d. Paul McCartney |

2. All the achievements in 1 were the result of a dream. How could this be possible?

3. Listen to a radio programme about 'Dream discoveries' and check your answers and ideas.



Audio 11.6

4. Which people...

1. was pleased to have had a nightmare? Why?
2. sang about scrambled eggs? Why?
3. became successful again because of the dream? How?
4. dreamed about a staircase? What kind of one?



5. Read the lines below from the programme and try to answer the questions after them. Then listen again and check / complete your answers.



Audio 11.6

- 1. *Neuroscientists suggest this can happen because ...*
What is 'this'? Why can it happen?
- 2. *... they sat in the library and read ghost stories to each other.*
Who were 'they'? Which country were they in?
Why weren't they outside?
- 3. *'I have found it!' she wrote, 'and what terrified me will terrify others!'*
Who was 'she'? What was 'it'?
- 4. *'I think the title of the book confuses many people.'*
What is the title? What is the confusion?
- 5. *'That's great. I wonder what that is?'*
Who had this thought? What was 'that'?
- 6. *Imagine if he'd left it like that!*
What was 'it' and what was 'that' like?
- 7. *... in 1964 his form had dropped and he won none.*
Who is 'he'? He won 'none' of what?
- 8. *When he did, he played a wonderful round, ...*
When he 'did' what?

6. Match the words and phrases from the audio in A to their definitions in B. What did they refer to?

A	B
1. a contest	a. a competition
2. a melody	b. a game of golf or cards
3. a round	c. a tune
4. a vision	d. a work of music or literature
5. bizarre	e. brightly
6. composition	f. couldn't think of anything
7. monstrous	g. hideous
8. ready-made	h. something you imagine seeing
9. struggled to find an idea	i. strange or weird
10. vividly	j. useable immediately

What do you think?

- Which of the dream discoveries do you find most surprising? Which would you like to have discovered yourself?
- What do you do to help when you're working on something and get stuck?
- Have these stories changed your opinion of the importance of dreams? Why/Why not?
- Do dreams ever make you behave differently the next day? How?

There are many pairs of words joined by a conjunction. The order of the words is fixed:

*Dr Chow scribbled something down **there** and **then**, on a notepad.*

Complete these well-known pairs.

- Life’s full of ups and _____.
- It will happen sooner or _____.
- There are always pros and _____ to any argument.

1. Match a word pair in (1-10) to a definition (a-j).

- | | |
|---------------------|--|
| 1. hit and miss | a. succeed or fail, without any help |
| 2. short and sweet | b. excuses or arguments |
| 3. give and take | c. be patient and find out later |
| 4. wait and see | d. not lasting long, but very pleasant |
| 5. by and large | e. absolutely everywhere |
| 6. sink or swim | f. finally and forever |
| 7. far and wide | g. exact details |
| 8. ifs or buts | h. readiness to make compromises |
| 9. once and for all | i. sometimes successful, sometimes not |
| 10. ins and outs | j. generally speaking |

2. Listen and repeat the word pairs. Pay attention to the linking sounds between the words.



Audio 11.7

- sink or swim wait and see
- ifs or buts far and wide

3. Complete the sentences with a word pair from 1.

1. There has to be some _____ in any relationship. You can’t have your own way all the time.
2. I had no experience when I set up my first business and I got no help – it was _____!
3. I don’t want to hear any _____ from you – it’s time for bed, now!
4. **A.** I hope your presentation doesn’t go on too long.
B. Oh, don’t worry, it’s _____ – it’ll be over in no time!
5. It’s difficult to explain the _____ of the rules of cricket. They’re very complicated.
6. **A.** What have you got me for my birthday?
B. Ah, you’ll have to _____, won’t you?!
7. There are some things I’d change about my workplace, but _____ it’s very pleasant.
8. People come from _____ to shop in Bicester Village – it’s the second most popular destination in the UK for Chinese tourists after Buckingham Palace!
9. **A.** Is the food good in that restaurant?
B. It’s a bit _____. I’ve had some great meals there, and some really poor ones.
10. It’s time we settled this argument _____. Let’s Google it and see who’s right.

Listen and check.



Audio 11.8

4. Join the words in A and C using a conjunction in B.

A	B	C
peace - safe - rain - slowly- sick - now - more - touch	or but and	shine - go - tired quiet - sound surely - then - less

Optional: write sentences using each pair, using a dictionary if necessary.

5. Listen to a conversation between two friends.
What are they talking about?
Write down all the word pairs that you hear.



6. **Optional:** practice the audio script with your teacher/ partner.

Audio script 11.9

- A. Are you having a holiday this year?
B. I'd love to, but we'll have to wait and see.
A. Hopefully, we're going to go to that farmhouse in Devon again in September. It'll only be for a few days, so it'll be short and sweet, but it's still touch and go whether I can get the time off work.
B. Why's that? I thought they were good about giving you time off?
A. Yeah, they are by and large, but we're a small firm and we have to cover for each other, so it's always a case of give and take.
B. Yeah, that figures. At least you and Sophie have had a holiday this year. I'm sick and tired of not being able to go anywhere.
A. You still get away now and then, don't you?
B. Mmm, actually, it's more 'then' than 'now'! It's too expensive to take three kids abroad.
A. What's wrong with holidays here?
B. Oh, it's not easy when the weather's so hit and miss. Me and Charlotte used to have holidays in the UK rain or shine, but it's no fun keeping kids happy if the weather's rubbish. You certainly don't get much peace and quiet!
A. Well, look, if we can get to that farmhouse, why don't you join us? We can help look after the kids.
B. Woah, that's a kind offer, but I wouldn't want to spoil your holiday! I mean, what if they...
A. Honestly, I mean it, so no ifs or buts. I know Sophie would love to spend some time with your kids.
B. Well, thank you so much! I'll talk to Charlotte about it if you're sure.
A. I am, so do that. I'm sure we'd have a great time together!

1. Listen to and read the conversation. The expressions in **bold** link and comment on what has been said, or what is going to be said. They are adverbs.



- A. Did you see the match last night?
- B. No. **Apparently**, it was a great game, though. Liverpool won, didn't they?
- A. **Actually**, it was a draw, but it was really exciting.

2. Read four more conversations. Underline the correct linking or commenting expression.

- A. What do you think of Clare's new boyfriend?
- B. *Personally*,/Surely, I think he's really nice, but I know her dad's dead against him. *At least*/Still, he's never been happy with her boyfriends.
- A. I know! Surely,/ *Actually*, he's got to accept one of them eventually. *Honestly*,/Anyway, I guess we'll have to wait and see.



- A. How can you afford to buy all these new clothes?
- B. *Presumably*, / *Apparently*, I'm going to get a big bonus this month. *At least* / *Probably*, that's what my boss has told me. And I do deserve one. *Ideally*, / *After all*, I earned the company £100,000 last month.

- A. So, Marc, you say this is your last concert tour?
- B. *Surely*. / *Definitely*.
- A. But *surely* / *definitely* you realize how upset your fans are going to be?
- B. Well, *obviously*, / *hopefully*, I don't want to disappoint anyone, but *certainly*, / *basically*, I'm sick and tired of touring. *Ideally*, / *After all*, I'd like to spend more time in the studio, and record some great music for my fans.



- A. Why do you think our sales are so low this year?
- B. *Basically*, / *Apparently*, I think our prices are too high. We could *certainly* / *still* sell a lot more if they weren't. *Absolutely*, / *Ideally*, they should be lower.
- A. *If you ask me*, / *Hopefully*, our marketing team aren't good enough.
- B. That's true. *Probably*, / *All the same*, it's our prices that people complain about, and marketing can't do much about that.

Listen and check. Practice some of the conversations.



3. Complete these sentences with a suitable line.

- A lot of people told me I wouldn't like ... , but **actually**, ...
- Are we going to do some more exercises? **Surely**, ...
- I enjoy learning English. **All the same**, ...
- I still have some problems with ... , but **hopefully**, ...
- I think we deserve a break. **After all**, ...
- I'm feeling a bit tired now. **Still**,
- I'm looking forward to watching **Apparently**, ...
- Of course, my life's not perfect, but **by and large**, ...
- Some people think I'm **As a matter of fact**, ...
- The weather was OK last weekend. **At least** ...

1. *First conditional* sentences are based on fact in real time. They express a very possible condition and its result.

If you **pass** your exams, I'll **buy** you a car.

2. *Second conditional* sentences are not based on fact. They express a situation which is contrary to reality in the present and future. This unreality is shown by a tense shift from present to past. They express an unlikely or hypothetical condition and its result.

If I **were** taller, I'd join the air company.

What **would** you do if you **won** the lottery?

Notes:

- The difference between first and second conditional sentences is not about time. Both can refer to the present and future. By using past tense forms in the second conditional, the speaker suggests the situation is less probable, impossible, or imaginary.

Compare the pairs of sentences.

1. *Adverbs of frequency* come before the main verb, but after the verb to be.

- a. If it **rains** later, we'll ... (said in England where it often rains)
- b. If it **rained** in the Sahara, it **would** ... (this would be most unusual)

a. If you **come** to my country, you'll have a good time. (possible)

b. If you **came** from my country, you'd understand us better. (impossible)

a. If I **am** elected President, I'll ... (real candidate)

b. If I **ruled** the world, I'd ... (imaginary)

- We can use **were** instead of **was**, especially in a formal style.

If the situation **were** the opposite, **would** you feel obliged to do it?

1. *Third conditional* sentences are not based on fact. They express a situation which is contrary to reality in the past. This unreality is shown by a tense shift from *Past Simple* to *Past Perfect*.

If you'd **come** to the party, you'd **have had** a great time.
I **wouldn't have** met my wife if I **hadn't gone** to France.

2. Each of the clauses in a conditional sentence can have a different time reference. The result is a mixed conditional.

If we **had eaten** (we didn't), we **wouldn't be** hungry (we are).
I **wouldn't have married** her (I did) if I **didn't love her** (I do).

Other structures that express hypothesis

1. The tense usage with wish, if only, and I'd rather is similar to the second and third conditionals. Unreality is expressed by a tense shift.

I **wish** I **were** smarter. (But I'm not.)
If only you **hadn't done** that! (But you did.)
I'd rather you **didn't wear** lots of jewels. (But you do.)

I'd rather you ... is often used as a polite way to tell someone to do something differently. The negative form I'd rather you didn't ... is especially useful as a polite way to say 'no'.

'I'll come in with you.' 'I'd **rather you waited** outside.'
'Can I smoke in here?' 'I'd **rather you didn't**.'

Notes:

But

- **wish** ... would can express regret, dissatisfaction, impatience, or irritation because someone **will** keep doing something.

I **wish** you'd stop drinking.

I **wish** you'd study more.

- If we are not talking about willingness, **wish** ... **would** is not used.

I **wish** my birthday **wasn't** in January. (* I wish it would be ...)

I **wish** I **could** stop smoking. (*I wish I would is strange because you should have control over what you are willing to do.)